DOCUMENT RESUME

ED 397 907 JC 960 516

AUTHOR Lucas, John A.; Litrenta, Marcia
TITLE Survey of Former Students Enrolled in Various Combinations of Speech and Theatre Courses at Harper College. Volume XXIV, Number 13.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE Feb 96
NOTE 32p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Enrollment Influences; Program Effectiveness; *Speech Instruction; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; *Theater Arts; Two Year Colleges; Two Year College Students
IDENTIFIERS William Rainey Harper College IL

ABSTRACT

As part of a review of the Speech and Theatre department, William Rainey Harper College in Illinois conducted a study in spring 1995 of students who had earned at least 12 hours of credit in the program during the past 5 years. Specifically, the study sought to determine students' motivation for enrolling, their current status, and how they benefited from the courses. The study sample consisted of 250 students who were enrolled in Speech 101 only, 223 enrolled in Speech 101 and at least 1 advanced speech course, 236 enrolled in Speech 101 and at least 1 theater course, and 175 enrolled in Speech 101 and at least 1 theater and 1 advanced speech course. Study findings, based on responses from 334 former students, included the following: (1) 78% of those taking Speech 101 only had enrolled because it was required for a degree; (2) with respect to students' use of 8 basic skills listed on the survey, those enrolled in both advanced speech and theater courses were more likely to use the skills and reported that they were better prepared in the skills than other students; (3) these students were also more likely to be employed full-time than other students; and (4) the three groups taking speech or theater courses beyond Speech 101 rated that course as more beneficial than those taking only Speech 101. The survey instrument is appended. (BCY)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 397 907

William Rainey Harper College

Office of

# PLANNING and RESEARCH

Volume XXIV, No. 13
February 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J.A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

## SURVEY OF FORMER STUDENTS ENROLLED IN VARIOUS COMBINATIONS OF SPEECH AND THEATRE COURSES AT HARPER COLLEGE

Dr. John A. Lucas, Director
Office of Planning and Research

Marcia Litrenta, Chair
Speech and Theatre Department



JC 960 516

BEST COPY AVAILABLE

## ABSTRACT

The purpose of this study was to follow up with four groups of former students who had taken different combinations of Speech and Theatre Courses over the last five years. The aim of the study was to find out why they enrolled, what their current situation is and how they benefited from these courses.

A survey instrument was mailed to these four student groups and after two or three mailings, and in most cases telephone prompting, a 38 percent response rate was obtained.

Results indicated that students take Speech 101 because it is required but take advanced Speech and Theatre for general interest, career objectives and fit with academic major reasons. Students who take both advanced speech and theatre courses are more likely to achieve a higher level of presentation skills, and are more likely to better position themselves for future jobs and further educational achievements.

There appears to be a broad spectrum of advanced speech and theatre courses which former students wish they had taken in preparation for their current situation. Perhaps there is a potential market here.

# TABLE OF CONTENTS


| | | | Page |
|---|---|---|---|
| I. | Purpose | | 1 |
| II. | Methodology and Population Surveyed | | 1 |
| III. | Major Conclusions | | 1 |
| IV. | Discussion of Results | | 1-2 |
| V. | Detailed Results | | |
| | A. | Motivation to Enroll, Current Employment, Type of Employment | 2 |
| | B. | Permanent Job Title | 3 |
| | C. | Frequency of Use and Preparation for Skills in Permanent Job | 4 |
| | D. | Number Who Use Skill in Community or Volunteer Activities | 4 |
| | E. | Continued Education Status | 5 |
| | F. | College Attended | 5 |
| | G. | Continued Education Status Major Field After Transfer | 6 |
| | H. | Frequency of Use of Skills at Present College | 6 |
| | I. | How Beneficial Courses were in All of Live | 7 |
| | J. | Courses That Would Benefit Students Now | 7-8 |
| | K. | General Comments From Those Who Took Speech 101 Only | 8-10 |
| | L. | Additional Comments About Speech or Theater Courses | 10-12 |
| | M. | Other Comments From Those Who Took Speech 101 and Theater Courses | 12-15 |
| VI. | Appendix | | |
| | - Cover Letters | | |
| | - Survey Instruments | | |

## Purpose

The purpose of this study was to follow up on former students who had taken various combinations of Speech and Theater courses at Harper College. The aim of the study was to find out why they enrolled, what their current situation is, and how they benefited from these courses. The study was requested by the Chair of the Speech and Theatre Department in response to a completed Program Review.

## Methodology and Population Surveyed

The survey instrument which is shown in the appendix was developed jointly by the Office of Planning and Research and the Department of Speech and Theatre. Four different samples were drawn from students enrolled during the last five years who had accumulated at least 12 hours of credit.

| | | |
|---|---|---|
| A- | Students enrolled in SPE/101 only | 250 |
| B- | Student enrolled in SPE/101 and at least one advanced speech course | 223 |
| C- | Students enrolled in SPE/101 and at least one theater course | 236 |
| D- | Students enrolled in SPE/101, at least one theater course and at least one advanced speech course | 175 |

After two mailings and telephone prompting (or in the case of SPE/101 three mailings only) the following response rates were obtained:

| Group | Number in Sample | Number of Completed Responses | Response Rate |
|---|---|---|---|
| A | 250 | 100 | 40.0 |
| B | 223 | 85 | 38.1 |
| C | 236 | 87 | 36.9 |
| D | 175 | 62 | 35.4 |
| Total | 884 | 334 | 37.8 |

## Major Conclusions

Students take Speech 101 because it is required but take advanced speech and theatre for general interest, career objectives, and fit with academic major reasons. Students who take both advanced speech and theatre courses are more likely to achieve a higher level of presentation skills, and are more likely to better position themselves for future jobs and further educational achievements. There appears to be a broad spectrum of advanced speech and theatre courses which former students wish they had taken in preparation for their current situation. Perhaps there is a potential market here.

## Discussion of Results

There was a huge difference in the reasons students enrolled in Speech 101 and the reasons they enrolled in the other speech and theatre courses. Among those taking Speech 101 only, 78 percent were taking it because it was required for a degree. Among those taking courses beyond Speech 101, the principle reason cited was personal interest and this was even more pronounced for those taking theater courses. Also cited frequently were career objectives and fit with academic major which was especially evident for those taking advanced speech courses.

Among the four groups of speech students, the percent who were employed full time ranged from 55 to 71 percent. The theatre only students were the least likely to be employed full time. Those taking both theater and speech were most likely to be employed full time. There was also a wide range - 45% to 64% - who judged their full-time job was a permanent career. Theater only students were least likely to be in a permanent career. Those with advanced speech but no theater were most likely to be in a permanent career. Those who enrolled in advanced speech classes were more likely to be sales representatives, teachers, and higher level managers.

**Discussion of Results (continued)**

These former students were asked how frequently they used and how well they were prepared in eight different presentation skill areas in their permanent job, their present college and their present volunteer situation. Those who enrolled in both advanced speech and theatre were more likely to use all these skills more frequently than the other three speech groups. They also reported they were better prepared in these eight skill areas.

Those with both advanced speech and theatre backgrounds were more likely to have earned a bachelors degree - 45% to 48% - while those with theater only were least likely - 30 percent. All four groups of speech students transferred most frequently to Northern Illinois, Roosevelt, Northeastern and Illinois State Universities. Those who took theatre courses at Harper College were least likely to transfer as business or social science majors. Those with both advanced speech and theatre backgrounds at Harper were most likely to transfer as communication and theatre majors and least likely to transfer as education majors. Those who took Speech 101 only were most likely to transfer as an English major.

The three groups taking speech or theatre courses beyond 101 rated Speech 101 as much more beneficial than did those taking only Speech 101. This is simple self selection. Those who benefit most from Speech 101 go on to take more speech and theatre courses. Interestingly, those taking both advanced speech and theater rate theater courses as more beneficial than do theatre only students. They also rate oral interpretation much more beneficial than do those taking advanced speech courses only. However, interviewing was rated as much more beneficial by those taking only advanced speech.

When asked what speech or theater courses they wished they had taken that would benefit them now, a number of courses were suggested. Those most frequently cited were Acting II, Public Speaking and Communication Theory, and Discussion and Debate. Also cited frequently were Interviewing, Acting I, Acting Beyond II, and Interpretation and Forensics. Students expressed a great deal of interest in answering the survey as over half (55%) wrote general comments which is a very high response rate.

**Survey of Students Who Took Speech**

| Motivation to Enroll in Various Speech Classes | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| | N | PCT/100 | N | PCT/84 | N | PCT/85 | N | PCT/62 |
| Personal Interest | 8 | 8.0 | 39 | 46.4 | 50 | 58.8 | 36 | 58.1 |
| Career Objectives | 13 | 13.0 | 22 | 26.2 | 16 | 18.8 | 19 | 30.6 |
| Fit in with Acad.Major | 4 | 4.0 | 20 | 23.8 | 14 | 16.5 | 18 | 29.0 |
| Instructor Teaching | 3 | 3.0 | 12 | 14.3 | 8 | 9.4 | 5 | 8.1 |
| Fit Student Schedule | 0 | 0 | 5 | 6.0 | 3 | 3.5 | 0 | 0 |
| Only course left | 1 | 1.0 | 1 | 1.2 | 0 | 0 | 0 | 0 |
| Required for degree, cert., or to transfer | 78 | 78.0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 1 | 1.0 | 6 | 7.1 | 6 | 7.1 | 6 | 9.7 |
| **Current Employment** | | | | | | | | |
| Employed Full Time | 61 | 61.6 | 55 | 64.7 | 47 | 54.7 | 44 | 71.0 |
| Employed Part Time | 21 | 21.2 | 21 | 24.7 | 17 | 19.7 | 13 | 21.0 |
| Unemployed | 6 | 6.1 | 3 | 3.5 | 6 | 7.0 | 2 | 3.2 |
| Unemployed by choice | 11 | 11.1 | 6 | 7.1 | 16 | 18.6 | 3 | 4.8 |
| Total | 99 | 100.0 | 85 | 100.0 | 86 | 100.0 | 62 | 100.0 |
| **Type of Employment** | | | | | | | | |
| Career Choice | 47 | 57.3 | 47 | 63.5 | 30 | 44.8 | 31 | 54.4 |
| Temp. while in college | 19 | 23.2 | 13.5 | 18.2 | 18 | 26.8 | 11 | 19.3 |
| Temp. while searching | 12 | 14.6 | 8.5 | 11.5 | 13 | 19.4 | 13 | 22.8 |
| Temp./personal/family | 3 | 3.7 | 2 | 2.7 | 4 | 6.0 | 2 | 3.5 |
| Temp. while working working way up | 1 | 1.2 | 2 | 2.7 | 1 | 1.5 | 0 | 0 |
| Internship | 0 | 0 | 1 | 1.4 | 1 | 1.5 | 0 | 0 |
| Total | 82 | 100.0 | 74 | 100.0 | 67 | 100.0 | 57 | 100.0 |

| Permanent Job Title | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| | N | PCT | N | PCT | N | PCT | N | PCT |
| Sales Representatives | 4 | 8.7 | 9 | 20.4 | 1 | 3.6 | 6 | 24.0 |
| Teacher | 5 | 10.9 | 7 | 15.9 | 2 | 7.1 | 5 | 20.0 |
| Supervisory | 9 | 19.5 | 7 | 15.9 | 5 | 17.8 | 1 | 4.0 |
| Higher Level Management | 1 | 2.2 | 5 | 11.4 | 3 | 10.7 | 4 | 16.0 |
| Social Services Professional | 0 | 0 | 5 | 11.3 | 0 | 0 | 0 | 0 |
| Engineering/Research | 1 | 2.2 | 2 | 4.5 | 5 | 17.8 | 0 | 0 |
| Accounting Tech & Clerical | 8 | 17.4 | 4 | 9.1 | 1 | 3.6 | 2 | 8.0 |
| Technician/Skilled | 4 | 8.7 | 1 | 2.3 | 1 | 3.6 | 0 | 0 |
| Business Professional | 4 | 8.7 | 1 | 2.3 | 0 | 0 | 1 | 4.0 |
| Police Officer | 3 | 6.5 | 1 | 2.3 | 1 | 3.6 | 1 | 4.0 |
| Public Relations | 0 | 0 | 1 | 2.3 | 0 | 0 | 1 | 4.0 |
| Illustrator/Designer | 0 | 0 | 1 | 2.3 | 0 | 0 | 1 | 4.0 |
| Phy.Ed./Recreation Teacher | 0 | 0 | 0 | 0 | 1 | 3.6 | 2 | 8.0 |
| Med.Asst/Nurse/Dental Hyg. | 7 | 15.2 | 0 | 0 | 2 | 7.1 | 0 | 0 |
| Paramedic | 0 | 0 | 0 | 0 | 2 | 7.1 | 0 | 0 |
| Sign Language Interpreter | 0 | 0 | 0 | 0 | 1 | 3.6 | 0 | 0 |
| Flight Attendant | 0 | 0 | 0 | 0 | 1 | 3.6 | 0 | 0 |
| Musician/Actor | 0 | 0 | 0 | 0 | 1 | 3.6 | 0 | 0 |
| Claim Investigator | 0 | 0 | 0 | 0 | 1 | 3.6 | 0 | 0 |
| Disk Jockey | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4.0 |
| Total | 46 | 100.0 | 44 | 100.0 | 28 | 100.0 | 25 | 100.0 |

| Frequency of Use and Preparation for Skills in Permanent Job | Enrolled in Speech 101 Only | | | Enrolled in Speech 101 and other Speech Courses | | |
|---|---|---|---|---|---|---|
| | N | Frequency of Use Index* | Preparation Index ** | N | Frequency of Use Index* | Preparation Index** |
| One-on-one Communications | 63 | 1.87 | 2.20 | 47 | 1.98 | 2.35 |
| Oral Reports to Small Groups | 62 | 1.15 | 2.05 | 47 | 1.32 | 2.26 |
| Information Presentations | 65 | 1.09 | 2.15 | 47 | 1.32 | 2.18 |
| Speaking/Large Groups | 62 | 1.06 | 1.85 | 48 | 1.12 | 2.16 |
| Interviewing | 45 | .82 | 1.43 | 44 | 1.11 | 1.98 |
| Persuasive arguments in small groups | 63 | 1.27 | 1.90 | 46 | 1.22 | 1.96 |
| Acting | 26 | .31 | .60 | 19 | .26 | .53 |
| Stagecraft | 21 | .29 | .50 | 18 | 0 | .32 |
| Other | 5 | 1.20 | 2.50 | 5 | 1.80 | 1.50 |

| | Enrolled in Speech 101 and Theater Courses | | | Enrolled in Speech 101, Other Speech and Theater Courses | | |
|---|---|---|---|---|---|---|
| | N | Frequency of Use Index* | Preparation Index** | N | Frequency of Use Index* | Preparation Index** |
| One-on-one Communications | 29 | 1.86 | 2.17 | 31 | 1.97 | 2.47 |
| Oral Reports to Small Groups | 29 | 1.38 | 2.00 | 31 | 1.23 | 2.27 |
| Information Presentations | 28 | 1.29 | 2.03 | 30 | 1.53 | 2.33 |
| Speaking/Large Groups | 29 | 1.21 | 2.07 | 31 | 1.65 | 2.37 |
| Interviewing | 26 | .96 | 1.67 | 28 | 1.21 | 2.15 |
| Persuasive arguments in small groups | 28 | 1.36 | 1.96 | 30 | 1.40 | 2.21 |
| Acting | 27 | .63 | 1.58 | 26 | 1.04 | 2.00 |
| Stagecraft | 16 | .14 | 1.00 | 13 | .46 | 1.29 |
| Other | 4 | 2.00 | 2.00 | 3 | 1.67 | 3.00 |

* Frequency Index: 2 = Often use this skill
1 = Occasionally use this skill
0 = Seldom/Never use this skill

** Degree of Preparation: 3 = Very well prepared
2 = Well prepared
1 = Somewhat prepared
0 = Not prepared

| Number Who Use Skill in Community or Volunteer Activities | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| | N | PCT/100 | N | PCT/85 | N | PCT/87 | N | PCT/62 |
| One-on-one Communications | 16 | 16 | 21 | 24.7 | 25 | 28.7 | 21 | 33.9 |
| Oral Reports to Small Groups | 17 | 17 | 18 | 21.2 | 21 | 24.1 | 18 | 29.0 |
| Information Presentations | 16 | 16 | 21 | 24.7 | 18 | 20.7 | 14 | 22.6 |
| Speaking/Large Groups | 20 | 20 | 21 | 24.7 | 19 | 21.8 | 18 | 29.0 |
| Interviewing | 1 | 1 | 7 | 8.2 | 9 | 10.3 | 7 | 11.3 |
| Persuasive arguments in small groups | 11 | 11 | 11 | 12.9 | 15 | 17.2 | 16 | 25.8 |
| Acting | 2 | 2 | 5 | 5.9 | 14 | 16.1 | 18 | 29.0 |
| Stagecraft | 1 | 1 | 0 | 0 | 4 | 4.6 | 10 | 16.1 |
| Other | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

| Continued Education Status | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| | N | PCT | N | PCT | N | PCT | N | PCT |
| Still at Harper College | 20 | 20.8 | 7 | 8.3 | 17 | 20.2 | 6 | 10.0 |
| Have taken no further courses | 13 | 13.5 | 13 | 15.5 | 19 | 22.6 | 10 | 16.7 |
| Have taken further courses but less than bachelors degree | 25 | 26.1 | 26 | 30.9 | 23 | 27.4 | 15 | 25.0 |
| Attained a bachelors degree | 24 | 25.0 | 23 | 27.4 | 20 | 23.8 | 22 | 36.6 |
| Grad work beyond bachelors | 14 | 14.6 | 15 | 17.9 | 5 | 6.0 | 7 | 11.7 |
| Total | 96 | 100.0 | 84 | 100.0 | 84 | 100.0 | 60 | 100.0 |

| College Attended | N | PCT/65 | N | PCT/64 | N | PCT/48 | N | PCT/44 |
|---|---|---|---|---|---|---|---|---|
| Northern Ill. University | 11 | 16.9 | 8 | 12.5 | 6 | 12.5 | 6 | 13.6 |
| Roosevelt University | 8 | 12.3 | 4 | 6.3 | 3 | 6.3 | 4 | 9.1 |
| Northeastern University | 2 | 3.1 | 6 | 9.4 | 4 | 8.3 | 2 | 4.5 |
| Illinois State University | 5 | 7.7 | 3 | 4.7 | 2 | 4.2 | 2 | 4.5 |
| Other Community College | 4 | 6.2 | 0 | 0 | 1 | 2.1 | 4 | 9.1 |
| Univ. Of Illinois/Champaign | 2 | 3.1 | 2 | 3.1 | 3 | 6.3 | 1 | 2.3 |
| Eastern Illinois University | 3 | 4.6 | 0 | 0 | 3 | 6.3 | 2 | 4.5 |
| Univ. Of Illinois/Chicago | 2 | 3.1 | 0 | 0 | 2 | 4.2 | 3 | 6.8 |
| Western Illinois University | 3 | 4.6 | 0 | 0 | 2 | 4.2 | 2 | 4.5 |
| Loyola University | 3 | 4.6 | 3 | 4.7 | 1 | 2.1 | 0 | 0 |
| Southern Illinois University | 0 | 0 | 4 | 6.3 | 0 | 0 | 2 | 4.5 |
| Elmhurst College | 1 | 1.5 | 3 | 4.7 | 1 | 2.1 | 1 | 2.3 |
| National Louis University | 1 | 1.5 | 4 | 6.3 | 0 | 0 | 0 | 0 |
| DePaul University | 0 | 0 | 2 | 3.1 | 1 | 2.1 | 1 | 2.3 |
| Northwestern University | 0 | 0 | 1 | 1.6 | 2 | 4.2 | 0 | 0 |
| Univ. Of Wisconsin/Madison | 3 | 4.6 | 0 | 0 | 0 | 0 | 0 | 0 |
| University of Iowa | 1 | 1.5 | 0 | 0 | 0 | 0 | 2 | 4.5 |
| Columbia College | 1 | 1.5 | 1 | 1.6 | 1 | 2.1 | 0 | 0 |
| Illinois College | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4.5 |
| Webster University | 0 | 0 | 1 | 1.6 | 0 | 0 | 1 | 2.3 |
| Rosary College | 0 | 0 | 1 | 1.6 | 1 | 2.1 | 0 | 0 |
| University of Alaska | 1 | 1.5 | 0 | 0 | 0 | 0 | 1 | 2.3 |
| Indiana State | 1 | 1.5 | 1 | 1.6 | 0 | 0 | 0 | 0 |
| DeVry Institute | 0 | 0 | 1 | 1.6 | 1 | 2.1 | 0 | 0 |
| Other Colleges | 14 | 21.5 | 11 | 17.2 | 10 | 20.8 | 6 | 9.1 |

| Continued Education Status<br>Major Field After Transfer | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| | N | PCT/65 | N | PCT/64 | N | PCT/48 | N | PCT/44 |
| Business | 14 | 21.5 | 16 | 25.0 | 8 | 16.7 | 4 | 9.1 |
| Social Sciences | 16 | 24.6 | 14 | 21.9 | 6 | 12.5 | 2 | 4.5 |
| Education | 8 | 12.3 | 9 | 14.1 | 7 | 14.6 | 2 | 4.5 |
| Communications | 2 | 3.1 | 9 | 14.1 | 5 | 10.4 | 9 | 20.5 |
| English | 8 | 12.3 | 1 | 1.6 | 3 | 6.3 | 4 | 9.1 |
| Sciences | 9 | 13.8 | 2 | 3.1 | 4 | 8.3 | 1 | 2.3 |
| Theater | 0 | 0 | 0 | 0 | 2 | 4.2 | 8 | 18.2 |
| Nursing/Physicians Asst. | 3 | 4.6 | 2 | 3.1 | 3 | 6.3 | 1 | 2.3 |
| Law Enforcement | 3 | 4.6 | 2 | 3.1 | 2 | 4.2 | 1 | 2.3 |
| Engineering and Technology | 3 | 4.6 | 3 | 4.7 | 2 | 4.2 | 0 | 0 |
| Speech | 0 | 0 | 1 | 1.6 | 2 | 4.2 | 3 | 6.8 |
| Social Work | 0 | 0 | 2 | 3.1 | 2 | 4.2 | 1 | 2.3 |
| Other Health Fields | 4 | 6.2 | 0 | 0 | 1 | 2.1 | 0 | 0 |
| Broadcasting | 0 | 0 | 1 | 3.1 | 0 | 0 | 3 | 6.8 |
| Fine Arts | 1 | 1.5 | 1 | 3.1 | 0 | 0 | 2 | 4.5 |
| Culinary Arts | 0 | 0 | 0 | 0 | 1 | 2.1 | 2 | 4.5 |
| Music | 0 | 0 | 0 | 0 | 3 | 6.3 | 0 | 0 |
| Communication Disorders | 0 | 0 | 1 | 3.1 | 0 | 0 | 1 | 2.3 |
| Other Majors | 2 | 3.1 | 3 | 4.7 | 2 | 4.2 | 1 | 2.3 |
| Present Status in College | | | | | | | | |
| - Full Time | 22 | 22.2 | 13 | 15.3 | 14 | 17.7 | 8 | 13.3 |
| - Part Time | 22 | 22.2 | 15 | 17.6 | 17 | 21.5 | 14 | 23.3 |
| - Not Enrolled | 55 | 55.6 | 57 | 67.1 | 48 | 60.8 | 38 | 63.4 |
| Total | 99 | 100.0 | 85 | 100.0 | 79 | 100.0 | 60 | 100.0 |

| Frequency of Use of Skills at Present College | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| | N | Frequency of Use Index* | N | Frequency of Use Index* | N | Frequency of Use Index* | N | Frequency of Use Index* |
| One-on-One communications | 56 | 1.61 | 51 | 1.69 | 44 | 1.64 | 38 | 1.76 |
| Oral reports to small groups | 56 | 1.14 | 50 | 1.34 | 42 | 1.31 | 39 | 1.38 |
| Information Presentations | 57 | 1.14 | 50 | 1.32 | 39 | 1.23 | 37 | 1.22 |
| Speaking in front of lg. Groups | 55 | 1.02 | 49 | 1.27 | 41 | 1.37 | 34 | 1.35 |
| Interviewing | 43 | .70 | 45 | 1.09 | 35 | .91 | 34 | 1.03 |
| Persuasive arguments in in small groups | 53 | .98 | 49 | 1.10 | 38 | 1.21 | 37 | 1.54 |
| Acting | 22 | .55 | 17 | .29 | 33 | .61 | 32 | 1.09 |
| Stagecraft | 20 | .50 | 13 | .23 | 19 | .26 | 19 | .58 |

* Frequency of Use Index: 2 = Often use this skill
1 = Occasionally use this skill
0 = Seldom or never use this skill

| How Beneficial Courses Were in All of Life | Enrolled in Speech 101 Only | | Enrolled in Speech 101 and other Speech Courses | | Enrolled in Speech 101 and Theater Courses | | Enrolled in Speech 101, Other Speech and Theater Courses | |
|---|---|---|---|---|---|---|---|---|
| Course | N | Beneficial Use Index* | N | Beneficial Use Index* | N | Beneficial Use Index* | N | Beneficial Use Index* |
| SPE 101 | 97 | 1.93 | 70 | 2.44 | 56 | 2.54 | 55 | 2.45 |
| SPE 102 | -- | ---- | 29 | 2.55 | 9 | 2.22 | 21 | 2.62 |
| SPE 107 Oral Interpretation | -- | ---- | 24 | 2.29 | 5 | 2.40 | 34 | 2.65 |
| SPE 111 Intro Theater | -- | ---- | 4 | 1.50 | 42 | 1.98 | 30 | 2.33 |
| SPE 115 Interviewing | -- | ---- | 23 | 2.30 | 5 | 1.80 | 7 | 1.71 |
| SPE 180 Applied Forensics I | -- | ---- | 2 | 3.00 | 1 | 1.00 | 6 | 2.50 |
| SPE 181 Applied Forensics II | -- | ---- | 0 | ---- | 1 | 1.00 | 5 | 2.80 |
| SPE 182 Applied Forensics III | -- | ---- | 0 | ---- | 1 | 1.00 | 4 | 3.00 |
| SPE 183 Applied Forensics IV | -- | ---- | 0 | ---- | 1 | 1.00 | 3 | 3.00 |
| SPE 205 Discussion & Debate | -- | ---- | 12 | 2.67 | 2 | 1.50 | 6 | 2.33 |
| SPE 212 Acting I | -- | ---- | 1 | 0 | 41 | 2.12 | 43 | 2.35 |
| SPE 213 Acting II | -- | ---- | 0 | ---- | 8 | 2.25 | 11 | 2.64 |
| SPE 216 Stagecraft | -- | ---- | 2 | 1.00 | 5 | 2.20 | 5 | 2.20 |

*Beneficial Index:
3 = Very Beneficial
2 = Beneficial
1 = Somewhat Beneficial
0 = Not Beneficial

**Speech Courses Students Say Would Benefit Them Now**
**If They Had Taken Them While at Harper College**

| Course | Took SPE 101 Only | Took SPE 101 and Other Speech | Took SPE 101 and Theater Courses | Took SPE 101 Other Speech and Theater Courses | Total |
|---|---|---|---|---|---|
| SPE 213 Acting II | 0 | 3 | 10 | 14 | 27 |
| SPE 102 Public Speaking/Comm. Theory | 4 | 6 | 14 | 2 | 26 |
| SPE 205 Discussion and Debate | 0 | 5 | 9 | 12 | 26 |
| SPE 115 Interviewing | 2 | 5 | 5 | 5 | 17 |
| SPE 212 Acting I | 2 | 4 | 4 | 2 | 12 |
| Advanced Acting Beyond II | 0 | 0 | 4 | 7 | 11 |
| SPE 107 Oral Interpretation | 1 | 3 | 5 | 1 | 10 |
| SPE 180 Applied Forensics I | 0 | 3 | 1 | 5 | 9 |
| SPE 181 Applied Forensics II | 0 | 3 | 1 | 5 | 9 |
| SPE 182 Applied Forensics III | 0 | 3 | 1 | 5 | 9 |
| SPE 183 Applied forensics IV | 0 | 3 | 1 | 5 | 9 |
| SPE 216 Stagecraft | 0 | 1 | 2 | 3 | 6 |
| Directing | 0 | 0 | 2 | 3 | 5 |
| SPE 111 Intro to the Theater | 1 | 3 | 0 | 0 | 4 |
| Persuasion | 2 | 1 | 1 | 0 | 4 |
| Would like to take more/unsure what | 4 | 0 | 0 | 0 | 4 |
| Interpersonal Communication | 1 | 1 | 0 | 1 | 3 |
| Using Multi-media/Using presentations | 1 | 2 | 0 | 0 | 3 |
| Radio/TV Broadcast Speaking | 0 | 1 | 0 | 1 | 2 |
| Lighting Design | 0 | 0 | 1 | 1 | 2 |
| Overview of Playwrights & Other Plays | 0 | 0 | 1 | 1 | 2 |
| Audition Skills | 0 | 0 | 1 | 1 | 2 |
| Theater Dance | 0 | 0 | 1 | 1 | 2 |
| History of Theater | 0 | 0 | 1 | 1 | 2 |

(continued)

| Course | Took SPE 101 Only | Took SPE 101 and Other Speech | Took SPE 101 and Theater Courses | Took SPE 101 Other Speech and Theater Courses | Total |
|---|---|---|---|---|---|
| Business Negotiation | 0 | 1 | 0 | 1 | 2 |
| Play Writing | 0 | 1 | 0 | 1 | 2 |
| Advanced Interviewing | 0 | 0 | 1 | 1 | 2 |
| Shakespeare Method Acting | 0 | 0 | 1 | 1 | 2 |
| Involvement in a Harper production | 0 | 0 | 2 | 0 | 2 |
| Musical Theater Classes | 0 | 0 | 2 | 0 | 2 |
| Non-Verbal Communications | 1 | 1 | 0 | 0 | 2 |
| Group Communications | 1 | 1 | 0 | 0 | 2 |
| Business Speech | 2 | 0 | 0 | 0 | 2 |
| Technical Aspects of Theater | 0 | 0 | 0 | 1 | 1 |
| Master Scene Study Classes | 0 | 0 | 1 | 0 | 1 |
| Monologue Classes | 0 | 0 | 1 | 0 | 1 |
| Costuming | 0 | 0 | 1 | 0 | 1 |
| Medical Interviewing | 0 | 1 | 0 | 0 | 1 |
| Computer Network Communications | 0 | 1 | 0 | 0 | 1 |
| Power Speaking Sales Presentation | 0 | 1 | 0 | 0 | 1 |
| Should be Reinforced in all Classes | 2 | 0 | 0 | 0 | 2 |
| Total | 23 | 54 | 74 | 81 | 232 |

**General Comments From Those Who Took Speech 101 only**

- My class at Harper was nearly 10 years ago. Enrollment dropped from 35 students to less than 15 because he was a very demanding teacher. That semester was rough by my speech class topped it off. I left Harper with over a 3.8 GPA and enjoyed most of my classes - but not speech.
- The course I took prepared me for public speaking - gave me confidence and enjoyment. Excellent instructor was flexible re: subject of speeches - a stickler about (content) quality and timing of speeches - wonderful at making you feel comfortable.
- Excellent instructor -- Mr. Ken Hardy.
- Speech was the first class I took toward my career and have taken one class since. After taking the second class the one thing (among many) I feel is very important is reviewing the test/quiz. I learned as much through that as the rest of the class. My second class did not do that. The class was hard work but was also fun! I am thankful for the experience.
- Mary Jo Willis was an excellent teacher of this course for all age groups.
- The skill I have acquired comes from 10 years of doing it and not the speech course I took. The teacher was stimulating and encouraging, a lot of work. My won took same class and teacher and had a much different opinion of the class.
- It was a very beneficial and surprisingly enjoyable class. The instructor put my fears at rest, and created a comfortable classroom atmosphere where I was able to face my fears of public speaking and overcome them - and even enjoy the experience by the end of the course.
- Speech was an excellent course. I use the skills I have learned almost daily in my business and professional life, as well my personal life. Thank you for the opportunity to respond. Interviewing skills should either be a part of speech or a separate course.
- I should have received an "A" instead of a "B" in the course.
- Mary Jo Willis was a great teacher. We all enjoyed Speech 101 and learned a lot.
- My instructor made SPE 101 fun and not another course to dread going to every day. He wrote our books, so he was very knowledgeable and became a great resource. He enjoyed teaching the class therefore, the students liked being there and performing above standards. Speech is a wonderful class because it enables the students to interact immediately. The environment is more comfortable and there is no hesitation or intimidation when speaking in front of one's peers. Everyone in my class became friends. We helped each other produce great presentations.
- I felt that the teacher, Mary Jo Willis, was a great help and I wish I had taken more speech related courses.
- I enjoyed my speech course but it was a summer school 8-week rather than 16. I have used the skills and the textbook often in my bachelors and now my MBA as well as at work.

**General Comments From Those Who**
**Took Speech 101 only (continued)**

- I really enjoyed my speech class at Harper College. My teacher was Marcia Litrenta. She was wonderful teacher - her "Litrenta Triangle" is something I will probably always use. Thanks to her I am less nervous about public speaking.
- Todd Ballantyne is an excellent teacher. He made speech class fun and informative. It was my all-time favorite class I have had here at Harper. It has helped me to be much more confident in my other classes, also my job. I have had to give a eulogy since then and I was very successful.
- The course was very good for me even though I did not want to take it. I saved it until the final semester of my AA. I had Mr. Muchmore who was absolutely terrific. I ended up loving the course because he was such a great teacher.
- I had speech at another college. You would not let me transfer that class. I thought it was a waste of time and my money. Why not allow another college's course in your curriculum?
- The instructor who taught SPE 101 made the class very interesting. I have a very hard time speaking in front of a group before taking this course. Now I am able to address a group of my peers at work and feel somewhat comfortable.
- I took speech 23 years ago and really don't remember exactly what was covered. I feel that I have improved over the years in my ability to address a group of people but I don't know how much of that improvement is from speech class and how much has been a matter of maturity and life experiences.
- I did enjoy taking Speech 101. The teacher I had was great - I felt it was a fun and learning experience.
- I think more should be taught on preparing and organizing for a presentation. Also, how important audio visuals are and how to incorporate them into a speech without just using graphs and repetitious data.
- In my opinion a person only improves by practicing. The class at Harper helped improve my technique, but the College course at Roosevelt helped because I could apply it at my job immediately.
- The last few years I have been trained and have been working as an intervenor for a deaf-blind child. Although speech is not a big part of my day with her, the things I learned from this course have helped me to better communicate with her parents as well as other professionals on her progress.
- I was very happy with the course and Harper College.
- Since I participated in speech over 20 years ago I really don't have any recent memories. It was conducted by Pat Smith if I recall. I actually recall more of the topics I presented rather than other aspects of the course. I have been called on to give a variety of presentations in various settings since I took the course, which did provide me with the basics of learning how to speak before a group.
- I thought the class was very valuable. It was well taught and covered a wide variety of speeches, i.e., persuasive, demonstration, informative, etc. It was one of the best classes I took in my undergraduate career.
- I found it best to have a teacher that was friendly and fair to the class. The teacher was an easy going person, which made a comfortable atmosphere for the students.
- This survey was very wordy and strange to understand. I almost stopped and discarded it.
- The Speech class at Harper, like most of the other classes, was far above the average Speech class. Harper manages to recruit the best teachers and allows the students a greater voice in the school's programs than any other similar institution. I have the highest regard for Harper College.
- Speech class was same class as high school Speech - which was good.
- Very interesting and enjoyable courses.
- For me it was the beginning of learning a very important skill.
- I think that Speech 101 should be a required course. It amazes me every day how much I use the skills I learned at Harper. Everyone needs speech for everyday life.
- Teacher did not have enough understanding to my needs of being at school. Teacher needs to understand more about children needs.
- Speech class was a required class. I just wanted to get through it. It could have been a little more interesting instead of just another speech class.
- Very good experience.
- I can think of two reasons why everyone should take speech courses -- 1) improves self-esteem/confidence and 2) teaches how to properly research, prepared, outline - which is valuable in all writing and speaking situations. Not only does this class (SPE101) prepare one for giving a speech, it instills the invaluable fundamentals of research and preparation which contribute to all aspects of the individual beyond use just for public speaking.
- I had an excellent teacher for SPE101. If all of my teachers had been as concerned about the students and willing to help I would be back at Harper in a heartbeat to finish my associate degree. Since leaving Harper College I have attended many one-day seminars on health and substance abuse matters. I have also become an HIV/AIDS Red Cross instructor.

**General Comments From Those Who**
**Took Speech 101 only (continued)**

- Course was fulfilling and helpful.
- I found SP101 useless. It only teaches skill that I learned early in high school. Others may be were beneficial since they would be more detailed and specific.
- I was in Todd Ballentyne's SPE101 class. He was an excellent teacher and as a result I became very confident when speaking in public. However, I do not care about the speech curriculum wholeheartedly because the class was required - forced upon me - to earn my degree. I have not answered some of the questions in this mailing that dealt with my personal, private affairs.
- My original instructor left halfway through the course. Next instructor changed the format for the course which was not only a major inconvenience but required the students to do far more than was originally required for the course. If instructors have to leave for some reason the next instructor should be required to stick to the original format for the class until it ends.
- Speech is a high school course and was a waste of my time at the college level - by this time most people can at least deal with public speaking, those who cannot should be the ones in this course, otherwise everyone else learns the same skills in other classes - example, ENG101 and 102.
- Dental Hygienists could really benefit more by taking classes that teach one-on-one skills. We primarily work with individuals - motivational skills are invaluable to us - also, interviewing skills were never taught.
- The speech course has been an interesting experience.
- I had a bad experience with my speech teacher at Harper. He was in acting and play writing part time - he felt it necessary to badge and swear at his students.
- I wish then that it was made clear to me of how important it is to gain communication skills and more confidence in speaking situations.
- I took SPE101 over the summer and thought that 5-6 speeches were a little too many to handle. Why not do 3-4 and really talk more on the skills of speaking in public. The professor was so rushed to get 5-6 speeches in and of course so were we, I don't think the quality of speeches even improved that much from the beginning of the course until the end.
- I frequently reflect on how the SPE101 course continually helps me do a better job even today after several years.
- I cannot remember her name, but one of the few good teachers I had at Harper.
- The Speech class I took was back in 1983 and was not useful to me at all. I learned absolutely nothing in that class except how to be more nervous in front of a group of people. I recently had a speech class at National Louis University that truly showed me how to feel comfortable speaking in front of people. Too bad my first experience with a speech class was so bad.
- I liked the instructor who taught the course. He gave helpful advise regarding public speaking and also his professional experience as an actor and communicator was shared with the students. This made for an interesting class.
- It helped me be more comfortable speaking around a group of people.

**Additional Comments About Speech or Theater Courses**
**From Those Who Took Speech 101 and Advanced Speech**

- Speech is vital in the business world - any course that helps persons prepare themselves, either in the written word or spoken word is vital and of importance to one's progress.
- I enjoyed my speech courses at Harper, but also learned and have used what I have learned professionally and in the community. I found the Honors Program classes challenging and rewarding and credit my teachers with encouraging me and challenging me to learn and develop my skills. If I lived in district at this time I would be taking additional courses at Harper and would have finished my AA degree by now.
- These courses helped build confidence when dealing with one-on-one communications, i.e., when going on an interview.
- Interviewing - excellent class. Very beneficial in obtaining jobs, might be good to suggest anyone looking for employment take the course.
- The classes I had taken taught me vital skills of communication that I use everyday.
- While at Harper I was a marketing major. After leaving I found that as a marketing major I was not learning how to persuade. I am currently pursuing a career in sales.
- I should have taken the instructor's advise and worked with her to prepare a resume - good experience.
- Speech teacher I had in 1976 was excellent - course was basic, but covered things I have used all my life. Very glad I took Speech 101.

**Additional Comments About Speech or Theater Courses**
**From Those Who Took Speech 101 and Advanced Speech** (continued)

- I used some of the very techniques taught in interviewing today when I was asked to a second interview of a potential candidate for a high level position.
- I thought the last exercise in my interviewing was a great experience. We were video taped during an interview we had to perform.
- SPE 101 - entered terrified - was immediately put at ease by instructor and other students - all terrific. All in "same boat" instructor put me at ease immediately and I was able to function, even enjoyed class and looked forward to it. Very worthwhile.
- I do believe basic speech should be mandatory. If not more than one course. As I continue my education at least half of my classes have used speech and communication skills.
- My instructor for both my speech courses was excellent - unfortunately I do not recall his name.
- Pat Smith-Pierce did an excellent job of using an occurrence in the classroom to make a lesson out of it. She is a great instructor - non-solicited comment!
- Enjoyed my class very much and was able to clarify my thinking and experiences by preparing a presentation on something important to a great many people - The Hyperactive, Attention Deficit Disorder. I am grateful I could share that information and concern with others.
- They really primed me for classes at NIU. Dr. Pat Smith-Pierce was very tough and taught me well. I owe a lot to her.
- It has been long enough that I don't remember details. I would suggest targeting this survey to more recent graduates.
- Yes, SPE115 is only a one semester hour course. This course should be expanded to three semester hours to allow for students to practice or model the material. Every student requires interviewing skills throughout their lives. Expanding SPE115 would benefit the students well.
- Dr. Muchmore was the professor for the speech course. He was very good and the course was informative from an interpretative aspect. I enjoyed every minute of it.
- Instructor Pat Smith-Pierce was one of the most enjoyable experiences in all my college courses both at Loyola and Harper.
- When I did pursue a masters degree I found it beneficial, SPE101-102. My temporary job turned into a full-time job because I pursued courses at night - then at work I found SPE101-102 not beneficial.
- The book was not used in class - this survey was given out far too early.
- I am still a student at Harper and I have loved both SPE101 and SPE115.
- My first speech class was the one which gave me direction to my major choice and later my career choice! Professor Delguidice (Speech) was the instructor and he really pushed us to do out best! It was beneficial to me and allowed me to find the hidden talent that I was unaware I possessed - thanks!
- I live in Nevada, will no longer attend Harper College.
- Pat Smith-Pierce was an excellent professor and you should be overjoyed to have her as part of your staff. She is committed to teaching at such a high plan that she commands her students ascent.
- I received my associates degree from Harper in 1989. I do not remember all the courses I took 6 years ago.
- I still apply the lessons learned every day. The speech courses helped me out dramatically due to the fact that I have a handicap.
- It as a decade ago that I attended Harper so my responses don't spew too useful. I learned a lot from Dr. Muchmore's oral interpretation class. One of my favorite classes even. Finally, I don't appreciate your ultimatum for answering this survey. I am offended that my alma mater would write such a letter.
- The courses in speech that I took at Harper College in addition to my experiences as a member of the speech team, greatly added to my college experience and my speech team experience was instrumental in my attaining my current position at Glenbrook North High School.
- The teachers at Harper and especially Speech Coordinator, Patti Kalanquin, are wonderful people who care greatly about their students. I hope I find the same quality when I transfer to a 4-year university.
- Where is support for vocational technical programs?
- I have used my speaking skills which John Muchmore built inside me. I am now a manager/director for a $100 million product line - much of my success is due to being able to speak in front of a group.
- Although it wasn't required, I took speech at Harper to improve my skills and overcome stage fright. I had no idea at the time how important these skills are - I use them every day. In retrospect I wish I had taken every more speech. Oddly, people now tell me I am a good public speaker, even though 25 years ago I was scared to death of public speaking. Now I actually enjoy it. Harper speech classes were the start of my journey.
- The speech courses I took at Harper helped me feel more comfortable when speaking in group situations.

**Additional Comments About Speech or Theater Courses**
**From Those Who Took Speech 101 and Advanced Speech** (continued)

- My instructor was Patricia Kalanquin - she was a wonderful instructor and I praise her teaching to everyone who asks.
- Instruction was professional and allowed freedom to take from the course as desired.
- I think my speech classes helped me to speak well with others and express my ideas more clearly.
- Pat Smith-Pierce is a great asset to Harper. She is easy to talk to - a well-informed professor and a mentor. Both speech classes I took were the most beneficial classes I took at Harper. They helped me communicate with the public which I do all day, every day.

**Other Comments Among Those Who Took**
**Speech 101 and Theater Courses**

- Wonderful experiences in speech courses.
- I will never forget my experiences in theater classes almost five years ago. They were very enjoyable. I often think of them and the people I met.
- Very informative and revealing - Speech 101 evokes self confidence and poise. Theater class developed appreciation and respect for the art. Both classes were equally enlightening and valuable knowledge for today's society.
- I sincerely enjoyed the acting class - the instructor was terrific. I wish I could make a living by being an actor. My only problem is my memory is not to the degree needed for the profession.
- Todd Ballantyne helped me improve my public speaking skills. He worked with me on voice exercises which I still use today.
- My instructor, Todd Ballantyne was wonderful. His interaction with students not only made a most enjoyable class but also an easily learned one. He made himself very accessible to his students for answers or concerns. My short time at Harper was time well spent and should I decide to again return to school, Harper is where I will enroll.
- Very supportive creative teachers in the theater department. Helped me - a middle age person returning student - feel comfortable acting in front of young students.
- The courses that I was in at Harper College were most beneficial to me. Both now and in my future. These courses taught me to interact with others and how to be more sociable.
- My thoughts come out of my mouth very organized and clear to who I am trying to get a message across to - thanks to Harper my thoughts are organized when I speak.
- My SPE101 instructor, Mary Jo Willis was personally responsible for helping me to overcome my debilitating shyness when giving speeches. With her help I was able to pass this course at Harper after two attempts elsewhere. Thank you Mary Jo and Harper College!
- Very informative - gave me more self-confidence - have used these skills a hundred times.
- I don't exactly remember the course numbers for the classes taken. However, classes are essential for students because you need to know how to communicate to a group if the need arises and it will!
- I am not sure how one acting class could apply. Currently work 50 hours and am a single parent and have not time to volunteer at this moment. My experience in acting was not a very good one. The only thing I remember was the fact that the instructor insisted on calling me Nancy the entire semester - this is not even close to my name and I was very turned off to taking any more theater classes at Harper.
- Enjoyed the classes very much.
- I felt Harper was a very good school with very good teachers. I like the new remodeling job; however, I don't think the Coffee Booth should be over by the English Building, but the Bookstore looks great.
- Course was well presented and very informative - teacher was excellent.
- Gentlemen: Took this class as an offering in the 55+ program. So this does not apply to me - sorry.
- I enjoyed the classes even though I was not at ease at all times. I did enjoy my first opera as part of the theater class.
- Since I am 66 years old and an "Adventure in Learning" participant. I don't think this questionnaire applied to me.
- Theater Department wonderful - especially J. Muchmore and M.J. Willis.
- As a single class experience, it was one of the most special classes I ever had. The entire class of 17 or more bonded during that time to become friends by the semester's end. I not only learned about acting, but about other people and myself. It was an experience I will always remember. I did not learn a specific skill - I learned much more!

**Other Comments Among Those Who Took**
**Speech 101 and Theater Courses (continued)**

- The class I took was to fulfill a humanities requirement for AND program I was not able to give the class my undivided attention as I was swamped with Nursing Program work. However, under the guidance of Mr. John Muchmore, my friend, and I were able to put on a skit "Act II" which still makes me laugh to this day. It was the highlight of the year.
- My speech experience was enhanced by getting involved with the speech team. It is this experience that has been most valuable to me both personally and professionally.
- I enjoyed it very much - I learned a lot about myself. If I have time in the future I will pursue other speech classes.
- Keep up the great job!
- Great teacher, informative courses, expanded my knowledge of plays.
- I learned a lot about self expression and how important it is that one have the ability to get your points and views across eloquently.
- The professors were informative in their fields of expertise.
- I am retired - have the skill of speaking in all walks of life.
- Mr. Muchmore was an excellent teacher. I would recommend students to take his classes. I found him extremely intelligent, very entertaining, and his course, highly educational. I recall that at the time he was not teaching SPE102 and had he been the instructor I would have taken his class.
- It was enlightening.
- My experience at Harper was very positive as a whole. I only wish that Harper was a four-year college. I would also like to make a recommendation not related to the Speech Department. I would like to recommend the addition of photography and cinema courses at Harper's Art Department.
- I had a great time in my speech and theater courses.
- I really enjoyed my acting course. It helped me to become more relaxed in front of people.
- All of the teachers I have had have taught me a great deal. I feel speech and acting are skills that most people can use in their everyday lives.
- Mary Jo was excellent - John Muchmore was excellent.
- Mary Jo was an excellent teacher.
- I loved speech - my teacher was the best. I learned to speak better in front of a large group. I also got interested in acting. We acted out a scene from a play we read. Now I occasionally act - I was in a play at Western.
- Both courses gave encouraging feedback and constructive criticism that helped me gain the confidence needed to move closer to my goal as a professional actress.
- Both classes I took were very well taught, fun to go to and full of information. The classes were friendly and both teachers got everyone involved. They were both positive experiences.
- Both very enjoyable and helpful. I received helpful constructive criticism in speech class and still draw from things learned in that class.
- Most helpful - recently gave a speech (impromptu) before a community group and was complimented on voice quality and composure.
- It was a very enjoyable experience. They helped me to become more outgoing.
- As painful as it was to overcome my shyness in front of others, SPE101 and 111 gave me the ability to collect my thoughts and express them to others. I was living proof that a poor experience with high school speech class was not a terminal affliction.
- Both of the instructors that I had were excellent - Dr. Pat Smith-Pierce and Todd Ballantyne. They helped me to lose my fear of speaking in public and develop a better stage presence.
- The courses were very informative and helped me to understand public speaking much better. I was very glad they were offered. The teachers were very good. I hope they are still around.
- I loved it.
- I enjoyed SPE212 thoroughly - the teacher was terrific.
- Todd Ballantyne was one of my best instructors yet in theater. I don't know if he is still around, but if he is give that man a raise!

**Additional Comments About Theater, Speech From Those**
**Taking Speech 101, Advanced Speech and Theater Courses**

- I miss Mary Jo Willis and John Muchmore - my experiences at Harper were wonderful. I began promoting special events at Harper which led to a job in journalism. I also tap into the resources received then while performing my job today. I am sorry that I don't live closer to Harper to take advantage of some of the additional coursework.
- I really liked Harper College. The instructors helped a lot. I really only had one bad instructor at Harper College. I think one of the best instructors was Todd Ballantyne - he helped the students so much. The acting class is one of the best. The students learned so much. I wish I could have received a bachelor's degree from Harper.
- Ms. Willis and Mr. Muchmore were exceptional instructors. What they taught went beyond acting or oral interpretation because it went to who you are and how you think and then being able to communicate this.
- I enjoyed my time at Harper immensely. I especially enjoyed Mary Jo Willis - I have a daughter who is in theater and I hope she will be able to take classes from Mary Jo.
- The courses taught by Mary Jo Willis, Todd Ballantyne, Patty Kalanquin and Frank Delguidice were thorough, thoughtful and insightful. But they lacked the course variety and staffing to do more than give a very basis smattering of the art of theater and public speaking.
- It was so long ago - that I am sure the classes and instructor now are different. I learned more about acting from Midland College than I did from Harper. But it has grown and improved over the years. I would like to take acting and voice and diction to see how they are teaching it now. I could also make the suggestion that everybody gets a chance to act. Not just the same people all the time. The instructors find the scene from whatever play he/she or the students want, then he/she casts each part, then you take a week to rehears with help from the instructor then present the scene. This way you get to know and work with everyone in the class. It provides socialization. I found the acting courses I took at the College I graduated from to be so much more in depth and much better than at Harper.
- Excellent instructors! The most enjoyable classes I took at Harper.
- Thought my three professors/instructors were outstanding.
- Dr. Muchmore was the all time best teacher I have ever had.
- Mary Jo Willis was one of the best, if not the best teacher I have had throughout my entire educational career.
- I would take more classes and repeat them again today - excellent professors/teachers.
- I had a great experience with this department while at Harper College.
- I wish I had pursued my acting skills and I still might. I may be taking classes at Second City but if I am not able I may take acting again at Harper. Also, I don't believe discussion and debate was available or maybe I did not have an interest then. And that looks interesting. Don't eliminate these programs.
- Keep on teaching.
- Speech classes were excellent. Need more theater and stagecraft classes. Very limited choices although I had an excellent teacher. When I transferred to another university - 4-year out-of-state - I felt unprepared because of the small school. General education I had received in Harper's theater classes.
- Great teachers like Patricia Kalanquin and Todd Ballantyne make the speaking experience easier, more comfortable, and fun. Expand the classes - give us a better variety. There is a lot of talent at Harper, but it does not have a chance to manifest - we need more!
- Very valuable in my everyday work and life.
- Harper's support of the forensics team of which I was a member was exemplary. Thank you to the instructors/coaches.
- Mary Jo Willis is exceptional. I thoroughly enjoyed her classes - her enthusiasm shines through. I participated in Harper Theater - what an enjoyable experience. I am very proud of my accomplishment at Harper -- all of my instructors were exceptional. I fully endorse seeking at education at Harper.
- It has been 14 years since my last speech class at Harper; however, the acting class is the one I remember best as the most enjoyable.
- The best think I can say about speech/theater courses at Harper were the instructors. Mr. Muchmore and Todd Ballantyne were excellent instructors. In my business I deal with people and wild life on a daily basis. From the courses I took I gained a confidence in speaking to people one-on-one to large groups of 1,000 or more people. I still use an outline form when I do my discussions or presentations on wild life damage and removal/control. Thank you for giving me a great educational background dealing with speech and I especially thank all of the instructors for their time and wisdom.
- Over all - good reaction to both teachers and the course.
- Medical related speech class would be nice.

**Additional Comments About Theater, Speech From Those**
**Taking Speech 101, Advanced Speech and Theater Courses (continued)**

- I enjoyed it very much and thought the instructor was great - I have forgotten his name. Unfortunately I was much younger and did not take it as seriously as I should have.
- The courses were excellent in honing skills and my gaining confidence. I had been many years away from the academic scene, and they resulted in my finding I could hold my own with younger people. I was helped in my determination to complete my four-year college education and earn my bachelor's degree.
- The course I took was an introductory class and this class sparked my interest.
- It was a wonderful experience and probably the most helpful and practical in my chosen field of education.
- In seeing what is done in the Theater Department at WIU - I wish Harper could offer more - do more productions, etc. I think Harper does not treat its department seriously - it is very sad.
- Dr. Muchmore was a very good teacher - I increased my vocabulary because of him.
- I had never taken theater in high school and I was sorry for that decision when I reached Harper. My experience was great. I thoroughly enjoyed the interaction, the free choice to choose my choice of material to work with for my grade. I had excellent instructors while at Harper. I spent three years at Harper experimenting with different courses while picking up my associates. I was enrolled in a program in '81-84 called PATH. This program was the best thing that could have been presented to me. I don't know if the program still exists, but if it does not, I highly recommend you bring it back. My hand would fall off before I finished writing everything that Harper offered me, gave me, and that I took from Harper - took experience, education, maturity, and personal growth. Feel free to have your office call me for more information. I would be more than happy to speak to anyone or group to promote Harper College.
- Dr. Pat Smith-Pierce was a mentor to me. Her incredible ability to communicate in her classroom was inspiring. Many of the other instructors only spoke of communicating. Todd, my acting teacher was also a fabulous instructor. Mike, who taught stagecraft, was truly the best teacher I have had in years. One that I will remember all my days. John, office mate to Pat Smith-Pierce, was a very encouraging and very great professor. If not for his incredible gift to make the ever boring SPE101 such a blast I may not have furthered my communicative learning at Harper College. A fine staff!
- The division theater teachers are excellent and dedicated - they come highly recommended by myself and many of my peers.
- My experiences in both speech and theater courses at Harper have been very beneficial to my former permanent career position, my current part-time position, my community activities, educational activities, and my personal life. I have nothing but good things to say about Harper's speech and theater department. The three professors I have had the privilege of working with, Dr. Smith-Pierce, Dr. Muchmore, and Ms. Mary Jo Willis have incidentally turned out to be my three favorite college professors throughout my entire college education. Their words of advice or wisdom in the fields of speech and theater still echo in my mind today.
- Yes, I found the teacher i.e., Todd Balantyne to enjoy his work and have fun teaching the course. As a result this motivated me and made me enjoy schooling a lot more.
- I think my experience with Harper College classes was great. All the teachers were professional and demanded you to work. I learned a great deal and enjoyed my time there very much.
- I really enjoy my speech and theater courses. The instructors were excellent and very informative.
- The instructor was motivational.
- I loved these classes - I had a great teacher - Mary Jo Willis is an excellent teacher.
- I have never encountered the degree of professionalism in any other community theater. I use what I learned in stagecraft as part of my everyday life as a homeowner.
- The courses I did not take are those you did not offer. If you had I would have taken them too. Some day I will be back at Harper to further my education.
- Mary Jo Willis and Dr. Muchmore are - or were - assets to the Harper College faculty.
- I would attest my success from Harper speech and theater is due most to the excellent teachers I had like Dr. John Muchmore and Mary Jo Willis. I also feel that the speech education received at Harper College was far more valuable to me than my speech experience of the University of Illinois.

## APPENDIX

- Survey - Speech 101
- Cover Letter

- Survey - Speech Courses Beyond 101
- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Spring 1995

Dear Former Student:

We are following up former students of Harper College who have taken SPE 101. You have been identified as one of those students and we would like your responses, not only to help evaluate the Speech Department offering, but also to help the Department plan for future improvements.

Since you are only one of a small sample which has been chosen, it is important for you to respond to the enclosed survey so that the answers received will be representative of all former Harper College students taking Speech 101.

The number on the survey enables us to remove your name from the mailing list when your completed response is received. This saves the cost of unnecessary second mailings to non-respondents and saves you the bother of receiving a follow-up telephone call by our staff. Any information you supply will be kept strictly confidential and will be used only in combination with responses from other students. For your convenience in returning the survey we have enclosed a self-addressed, stamped envelope.

We appreciate your cooperation in helping Harper College to continually improve.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Office of Planning and Research

jc
Enclosures

**Survey of Former Harper Students Who Took**
**Speech 101**

1- What motivated you to enroll in a Speech 101 at Harper College? Check (x) one.

_____ A. Career objectives
_____ B. Fit in with academic major
_____ C. Personal interest
_____ D. Instructor teaching course
_____ E. Only course left
_____ F. Fit my schedule
_____ G. Required for degree or certificate or to transfer
_____ H. Other - Specify:_____
_____

2- What is your current employment situation? Check (x) one.

_____ A. Employed full time
_____ B. Employed part time
_____ C. Unemployed but searching for a job
_____ D. Not employed, by choice

3- If employed, is job? Check (x) one.

_____ A. Permanent career choice - Job Title:_____
_____ B. Temporary while enrolled in college
_____ C. Temporary while I search for a permanent career position
_____ D. Temporary for some other reason - Specify:_____
_____
_____

4- If employed in a permanent career, how have you used skills learned in Speech courses at Harper College in your present career?

| Skills | Check (x) one column<br>Skill not a part of course(s) I took | Seldom or Never Use This Skill | Occasionally Use This Skill | Often Use This Skill |
|---|---|---|---|---|
| A. Speaking in front of large groups | _____ | _____ | _____ | _____ |
| B. Giving oral reports to small groups | _____ | _____ | _____ | _____ |
| C. Giving persuasive arguments in small groups | _____ | _____ | _____ | _____ |
| D. Giving informative presentations | _____ | _____ | _____ | _____ |
| E. One-on-one communications | _____ | _____ | _____ | _____ |
| F. Interviewing | _____ | _____ | _____ | _____ |
| G. Acting | _____ | _____ | _____ | _____ |
| H. Stagecraft | _____ | _____ | _____ | _____ |
| I. Other (Specify)_____ | _____ | _____ | _____ | _____ |

- over -

5- If employed in a permanent career, was the skill taught in course(s) you took. Check (x) one column to indicate how well prepared you are in this skill area.

| | Check (x) one column | | | |
|---|---|---|---|---|
| | Very well Prepared | Well Prepared | Somewhat Prepared | Not Prepared |
| A. Speaking in front of large groups | ____ | ____ | ____ | ____ |
| B. Giving oral reports to small groups | ____ | ____ | ____ | ____ |
| C. Giving persuasive arguments in small groups | ____ | ____ | ____ | ____ |
| D. Giving Information Presentations | ____ | ____ | ____ | ____ |
| E. One-on-one communications | ____ | ____ | ____ | ____ |
| F. Interviewing | ____ | ____ | ____ | ____ |
| G. Acting | ____ | ____ | ____ | ____ |
| H. Stagecraft | ____ | ____ | ____ | ____ |
| I. Other (Specify)_____ | ____ | ____ | ____ | ____ |

6- Indicate which volunteer or community activity in which you use the following skills:

| Skills | Specify Volunteer or Community Activity |
|---|---|
| A. Speaking in front of large groups | _____ |
| B. Giving oral reports to small groups | _____ |
| C. Giving persuasive arguments in small groups | _____ |
| D. Giving Informative Presentations | _____ |
| E. One-on-one communications | _____ |
| F. Interviewing | _____ |
| G. Acting | _____ |
| H. Stagecraft | _____ |
| I. Other (Specify)_____ | _____ |

7- Since leaving Harper College, to what extent have you continued your education? Check (x) one.

____ A. Still at Harper College

____ B. Have not taken any further courses

____ C. Have taken additional courses but less than a Bachelors Degree
College_____ Major_____

____ D. Have attained a Bachelors Degree
College_____ Major_____

____ E. Have taken graduate work beyond the Bachelors Degree
College_____ Degrees and Major_____

8- Are you presently enrolled in college? Check (x) one

_____ A. Yes -- Full time

_____ B. Yes -- Part time

_____ C. No

9- If you have continued your education since leaving Harper College, how have you used skills learned in Speech courses at Harper in these colleges?

| Skills | Check (x) one column<br>Skill not a part of course(s) I took | Seldom or Never Use This Skill | Occasionally Use This Skill | Often Use This Skill |
|---|---|---|---|---|
| A. Speaking in front of large groups | _____ | _____ | _____ | _____ |
| B. Giving oral reports to small groups | _____ | _____ | _____ | _____ |
| C. Giving persuasive arguments in small groups | _____ | _____ | _____ | _____ |
| D. Giving informative presentations | _____ | _____ | _____ | _____ |
| E. One-on-one communications | _____ | _____ | _____ | _____ |
| F. Interviewing | _____ | _____ | _____ | _____ |
| G. Acting | _____ | _____ | _____ | _____ |
| H. Stagecraft | _____ | _____ | _____ | _____ |
| I. Other (Specify)_____ | _____ | _____ | _____ | _____ |

10- How beneficial has SPE 101 been to you since leaving Harper College either in your job, further education or in volunteer or community activities? Check (x) one.

_____ A. Very beneficial

_____ B. Beneficial

_____ C. Somewhat beneficial

_____ D. Not beneficial

11- What additional Speech or Theater courses do you now wish you had taken at Harper College as a result of your subsequent job, educational or community experiences. These could be courses currently offered at Harper or courses you wish Harper had or would offer. _____

12- Any other comments you would like to make about your experiences in Speech of courses while at Harper College. _____

_____

_____

_____

_____

_____

_____

***THANK YOU*** for taking time out of your busy schedule to respond to this survey. Your comments are valuable to Harper College.

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Spring 1995

Dear Former Student:

We are following up former students of Harper College who have taken courses in Speech or Theater beyond the generally required SPE 101 course. You have been identified as one of those students and we would like your responses, not only to help evaluate the Speech Department offerings, but also to help the Department plan for future improvements.

Since you are only one of a small sample which has been chosen, it is important for you to respond to the enclosed survey so that the answers received will be representative of all former Harper College students taking Speech and Theater courses.

The number on the survey enables us to remove your name from the mailing list when your completed response is received. This saves the cost of unnecessary second mailings to non-respondents and saves you the bother of receiving a follow-up telephone call by our staff. Any information you supply will be kept strictly confidential and will be used only in combination with responses from other students. For your convenience in returning the survey we have enclosed a self-addressed, stamped envelope.

We appreciate your cooperation in helping Harper College to continually improve.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Office of Planning and Research

jc
Enclosures

**Survey of Former Harper Students Who Took**
**Speech Courses Beyond 101**

1- What motivated you to enroll in a Speech class beyond 101 at Harper College? Check (x) one.

_____ A. Career objectives
_____ B. Fit in with academic major
_____ C. Personal interest
_____ D. Instructor teaching course
_____ E. Only course left
_____ F. Fit my schedule
_____ G. Other - Specify:_____
_____

2- What is your current employment situation? Check (x) one.

_____ A. Employed full time
_____ B. Employed part time
_____ C. Unemployed but searching for a job
_____ D. Not employed, by choice

3- If employed, is job? Check (x) one.

_____ A. Permanent career choice - Job Title:_____
_____ B. Temporary while enrolled in college
_____ C. Temporary while I search for a permanent career position
_____ D. Temporary for some other reason - Specify:_____
_____
_____

4- If employed in a permanent career, how have you used skills learned in Speech or Theater courses at Harper College in your present career?

| Skills | Check (x) one column<br>Skill not a part of course(s) I took | Seldom or Never Use This Skill | Occasionally Use This Skill | Often Use This Skill |
|---|---|---|---|---|
| A. Speaking in front of large groups | _____ | _____ | _____ | _____ |
| B. Giving oral reports to small groups | _____ | _____ | _____ | _____ |
| C. Giving persuasive arguments in small groups | _____ | _____ | _____ | _____ |
| D. Giving informative presentations | _____ | _____ | _____ | _____ |
| E. One-on-one communications | _____ | _____ | _____ | _____ |
| F. Interviewing | _____ | _____ | _____ | _____ |
| G. Acting | _____ | _____ | _____ | _____ |
| H. Stagecraft | _____ | _____ | _____ | _____ |
| I. Other (Specify)_____ | _____ | _____ | _____ | _____ |

- over -

5- If employed in a permanent career, was the skill taught in course(s) you took. Check (x) one column to indicate how well prepared you are in this skill area.

| | Check (x) one column | | | |
|---|---|---|---|---|
| | Very well Prepared | Well Prepared | Somewhat Prepared | Not Prepared |
| A. Speaking in front of large groups | ____ | ____ | ____ | ____ |
| B. Giving oral reports to small groups | ____ | ____ | ____ | ____ |
| C. Giving persuasive arguments in small groups | ____ | ____ | ____ | ____ |
| D. Giving Information Presentations | ____ | ____ | ____ | ____ |
| E. One-on-one communications | ____ | ____ | ____ | ____ |
| F. Interviewing | ____ | ____ | ____ | ____ |
| G. Acting | ____ | ____ | ____ | ____ |
| H. Stagecraft | ____ | ____ | ____ | ____ |
| I. Other (Specify)_____ | ____ | ____ | ____ | ____ |

6- Indicate in which volunteer or community activity you use the following skills:

| Skills | Specify Volunteer or Community Activity |
|---|---|
| A. Speaking in front of large groups | _____ |
| B. Giving oral reports to small groups | _____ |
| C. Giving persuasive arguments in small groups | _____ |
| D. Giving Informative Presentations | _____ |
| E. One-on-one communications | _____ |
| F. Interviewing | _____ |
| G. Acting | _____ |
| H. Stagecraft | _____ |
| I. Other (Specify)_____ | _____ |

7- Since leaving Harper College, to what extent have you continued your education? Check (x) one.

_____ A. Still at Harper College
_____ B. Have not taken any further courses
_____ C. Have taken additional courses but less than a Bachelors Degree
College_____ Major_____
_____ D. Have attained a Bachelors Degree
College_____ Major_____
_____ E. Have taken graduate work beyond the Bachelors Degree
College_____Degrees and Major_____

8- Are you presently enrolled in college? Check (x) one

_____ A. Yes -- Full time

_____ B. Yes -- Part time

_____ C. No

9- If you have continued your education since leaving Harper College, how have you used skills learned in Speech or Theater courses at Harper in these colleges?

| Skills | Check (x) one column<br>Skill not a part of course(s) I took | Seldom or Never Use This Skill | Occasionally Use This Skill | Often Use This Skill |
|---|---|---|---|---|
| A. Speaking in front of large groups | _____ | _____ | _____ | _____ |
| B. Giving oral reports to small groups | _____ | _____ | _____ | _____ |
| C. Giving persuasive arguments in small groups | _____ | _____ | _____ | _____ |
| D. Giving informative presentations | _____ | _____ | _____ | _____ |
| E. One-on-one communications | _____ | _____ | _____ | _____ |
| F. Interviewing | _____ | _____ | _____ | _____ |
| G. Acting | _____ | _____ | _____ | _____ |
| H. Stagecraft | _____ | _____ | _____ | _____ |
| I. Other (Specify)_____ | _____ | _____ | _____ | _____ |

10- How beneficial have the following courses been to you since leaving Harper College either in your job, further education or in volunteer or community activities? Check (x) one column for each course.

| Course | How Beneficial Course Was:<br>Very Beneficial | Beneficial | Somewhat Beneficial | Not Beneficial | Did Not Take Course |
|---|---|---|---|---|---|
| A. SPE 101 Fundamentals of Speech Communications | _____ | _____ | _____ | _____ | _____ |
| B. SPE 102 Public Speaking & Communication Theory | _____ | _____ | _____ | _____ | _____ |
| C. SPE 107 Oral Interpretation | _____ | _____ | _____ | _____ | _____ |
| D. SPE 111 Intro. to the Theater | _____ | _____ | _____ | _____ | _____ |
| E. SPE 115 Interviewing | _____ | _____ | _____ | _____ | _____ |
| F. SPE 180 Applied Forensics I | _____ | _____ | _____ | _____ | _____ |
| G. SPE 181 Applied Forensics II | _____ | _____ | _____ | _____ | _____ |
| H. SPE 182 Applied Forensics III | _____ | _____ | _____ | _____ | _____ |
| I SPE 183 Applied Forensics IV | _____ | _____ | _____ | _____ | _____ |
| J. SPE 205 Discussion and Debate | _____ | _____ | _____ | _____ | _____ |
| K. SPE 212 Acting I | _____ | _____ | _____ | _____ | _____ |
| L. SPE 213 Acting II | _____ | _____ | _____ | _____ | _____ |
| M SPE 216 Stagecraft | _____ | _____ | _____ | _____ | _____ |

11- What additional Speech or Theater courses do you now wish you had taken at Harper College as a result of your subsequent job, educational or community experiences. These could be courses currently offered at Harper or courses you wish Harper had or would offer. _____

_____

_____

_____

_____

12- Any other comments you would like to make about your experiences in Speech of Theater courses while at Harper College. _____

_____

_____

_____

_____

_____

_____

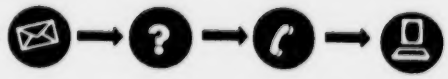
***THANK YOU*** for taking time out of your busy schedule to respond to this survey. Your comments are valuable to Harper College.

## Operational Staff:

Janice A. Cook, Administrative Secretary
Cal Meltesen, Research Analyst
Karla Hill, Research Clerk
Susannah Swift, Clerk
Donna Woodruff, Clerk

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Office
of
Planning
and
Research



PRINTED ON RECYCLED PAPER